

THE FILIPINO TEACHER

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EDITORIAL

At present our journal counts about one thousand subscribers, most of whom are teachers. This paper reaches not only the provinces of Luzon but also the far away Visayan provinces and Zamboanga. It is one of our aims and hope that, by means of this journal, every Filipino teacher, at least, may come in closer contact with each other, feel our brotherhood, and keep the throbbing blood of our veins in unison.

At present many say that the Filipino people as a whole have no solidarity. This is probably true; but, we judge that there is not a ~~more~~ better way of bringing union among our people, or at least our future citizens, than the Teacher. He comes in contact with every child daily. He instructs him, educates him, schools him, and imbues in him, doubtlessly, his ideas, his notions, his conceptions and his thoughts. Thus the child,

when he grows to be a man, has in his mind all the things his teacher has taught him. It is then clear to see that as is the teacher so are his pupils. Therefore, in order that our children may grow to be good men and women, the teacher must teach them things that are pure, things that are good, things that are noble, and above all, he must germinate into their souls the love of country.

Yes, the love of country, and in order to teach them this the teacher must impress upon their minds to love union, for union is at the bottom of every something in this universe, in fact without union there can be nothing but chaos. It is then very important that we, as educators and as citizens, should teach union, and by so doing we shall accomplish one of our most sacred duties towards our country.

But, before we can fulfil such a holy

task, we must first feel the magnanimity of union; we must first be conscious of its magical power; we, ourselves, must first be united; then, and then only, that we can stamp upon the hearts of the children in indelible letters of gold this truth: "In union there's strength, in strength there's power."

Filipino teachers, let us, therefore, be united so that in teaching union to our pupils, we can show ourselves as an example. Every body knows that his teacher is the child's example. His teacher does this and that, so he does it also; his teacher does not do this or that so he does not do it. In a word, the child assimilates the teacher's habits, ways, desires, ideas, and perhaps his purpose.

When all of the teachers are united, they will be a very important factor in annihilating that subtle source of discord which poisons our atmosphere; they will be the chief agent of sowing the seeds of union among the people; they will be one of the powers which will help the United States of America to clear the Philippine soil of noxious weeds of discontentment, leaving it clean and ready for peace, progress, and prosperity to grow; they will be one of the means of promoting the present social scale of the Filipinos to a still higher level; they will be the source of much good, not only to themselves but also to their country and to their countrymen as well.

We close this article with an unbending belief that the musical ringing of our appeals will reach every teacher's door, and, that, he, hearing the repeated knocks, will not turn a deaf ear nor feign to be asleep.

Filipino teachers, for the sake of our own country and our own selves, let us join the ranks of the "Philippine Teachers Association."

J. J.

"The Teacher in the School-Room."

(FOR "THE FILIPINO TEACHER".)

—O:—

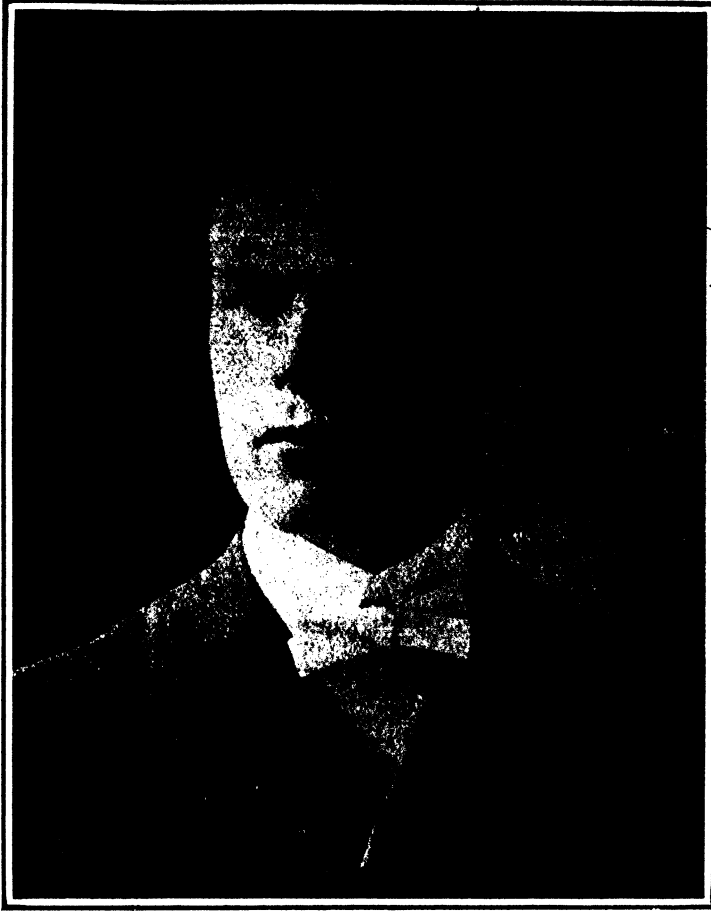
In this work of ours, whatever be the theories we may involve or the methods we devise, the result is to be brought out in the school-room. In the school room is to be found the test of their worth, the truth or untruth of our philosophies. In the quiet study, indeed, must the facts and suggestions of life be deeply con-
nected and considered, old systems changed and new ones formed; but in the school-room are best studied those nerve centers

of educational life whence our richest experiences are to be drawn and whence our best laid plan are to meet their condemnation or reward.

It is not the recluse with his obtrusive thought and pure reason, nor the philosopher with his broad generalizations and logical deductions, nor yet the statistician with his cold columns of recorded data, who is to work out the true problem of school-life, but by the keenly observant, thoughtful teacher in the school room, in closest relations and deep sympathy with the living child in his eagerness, and restlessness, his waywardness and trustfulness, are to be studied the changeful phenomena whose true apprehension shall give him assurance of success.

Noble as our work is accounted, and assuredly should be, yet it consists largely of little things. No great events or glaring deeds are to herald the good teacher's success and urge him on to renewed efforts, nor has he the ready means by which to judge of the results. The farmer may measure his products, the merchant sums up his profits or his losses, and the broker counts his gains, but how little can we see, at the close of the day or the week, of our work! We have compassed so many lines, so many pages, it may be, but what has been done for the pupil's growth, the development of his powers, for his integrity or his real intelligence, what toward giving him a true direction in life? A large faith, a great hope, a faith in childhood, a hope and trust in earnest, faithful, well-directed effort, an enduring love of the service, must be the essentials of the deserving teacher, the first elements of fitness for the school-room.

With what joy and pride and sometimes awe does the little six year old child make preparations for his first day in school! It is the goal on which for weary days his swelling heart has been fixed. Morning after morning has he anxiously stood to see his older companions pass in noisy groups and turn tearfully away with the feeling that the sluggish hour will never come; and now he, too, with his new shoes, perhaps, and mended coat, is to enter that mysterious portal. And there at the threshold, like a fairy princess, should stand the sympathetic teacher, with smiling welcome to receive him, to crown his hopes with her sweet confidence and kindly care, and assign his seat, the throne



W. Morgan Shuster,

Secretary of Public Instruction, the "*young man of many years*", one of the *ablest* Americans in the Islands whose honest dealings won the universal sympathies of the Filipino people.

of his childish ambition, and his desk, the banqueting table of his curious and wondering heart.

Fortunate, indeed, is the pupil on whom this new life shall never pall, and favored with the choicest gifts the teacher who shall give to this new relationship an ever stronger and more enduring bond, that when the strangeness, the novelty shall pass away, it shall give place to an attractive charm, that for the welcoming fairy, by a sweet transformation, shall now stand the kind friend, the wise counselor, the trusted guide, the respected teacher. The needful restraint of the school must be relieved by its cheerful enforcement, the tiresome monotony enlivened by a pleasing variety, the eager curiosity preserved by presenting ever something fresh and new, something to discover and learn.

For his activities new channels must be opened, something given him to do, to represent, to make, that in place of those weary hours of enforced silence and dull quietude we may find the pleasing signs of orderly life, of directed energies, and well regulated growth. Tho the school-house is not a play house, nor school-life play, it may be none the less enjoyable. Excellence in government is no longer measured by the test of folded hands and slumbrous stillness. The change from home-life to school-life is great enough at best, and the first requisite of the teacher is the power so to control and guide the pupils along the paths of learning, so to place before them objects of interest and usefulness that the unthinking joy of their entrance upon school-life shall change, with their expan-

ding powers and clearer aims, into the deeper satisfactions and more earnest thoughtfulness of a wiser intelligence and larger nature; that our pupils, instead of dropping away, disheartened, one by one, like the deserters from an unsuccessful army, may, with courage, kindled to enthusiasm advance to each new grade or study with the ardor of assured victors. Even were the school but an agreeable resort for the child, where he might be watched and tenderly cared for, safe from the evil influences of the street during the parents' busy hours of toil, it would not be wholly in vain; but he is here for a still higher purpose, as was suggested. He is here to be instructed, educated, lifted, to a wider intelligence, with firmer purpose and truer aims. He has thus far been trying and learning of his power of body and mind and familiarizing himself with his surroundings, as chance or desire has led him on, turning from this to that, from plaything to pet, from pet to floating butterfly, beginning some plan only to leave it for something else, as his varying mood or heedless impulse has directed.

Now must he learn to study things more closely and consecutively, to pursue some plan more persistently - take reason in place of whim for a guide. He must learn to submit to the leadings of others in those untried paths where his untaught steps would carry him astray. Now, too, must he begin to learn what others have said and done, and how the record has been made and preserved, and how to record his own thoughts and experiences - that marvelous art by which the deepest thought, the most delicate sentiment, the highest truths and most profound philosophies, may be spread out in visible form and made our own.

Within what a narrow circle would our lives be run were we shut to the paltry measure of our own seeing and doing! The key to wisdom, power, and intelligence beyond the accomplishment of centuries by their own unaided doings has the child who can read understandingly. This is a "man."

P. A.

Paco Primary School.

July 13, 1907.

Philippine Teachers' Association

Cebu Items.

A new building for the public school in San Nicolas, (Cebu) is nearly finished.

The Municipality of this city is working very hard for the welfare and improvements of the public schools. 1322 children are enrolled at present.

The percentage of attendance for the whole city (except the Cebu High School) in July was 90 %. This is due to our beloved Supervisor, Mr. Cecil Bent, together with his principal teachers. But we expect that this attendance will increase very much in the coming month of August.

The committee of the Philippine Teacher's Association in this island is improving since it has been organized. Many teachers from the neighboring towns have joined it.

At first some of the teachers in the city could not join it, on account of their ab-

sence in the day when it was established. But now all Filipino teachers in this city are active members and subscribers of *The Filipino Teacher*. But one thing that gave our Association a deep feeling of distress was the resignation of our most noble-hearted and self-sacrificing, Miss. Pascuala C. Denzon, Vice president of the P. T. A. in this city, due to her ill health.

Miss. P. C. Denzon was first appointed teacher in the Central School, Cebu. Later she was promoted to Cebu High School, where she performed her duty faithfully until July.

To fill this vacancy a meeting called by the president was held on the 21 of Aug. in which Mr. Rufino Lauton, teacher in San Nicolas (Cebu) by a majority of votes was elected Vice-president.

Tempora mutantur, et nos mutamur in illis

Mr. Hill.

Cebu.

Cabanatuan Items.

The brilliant day is dawning in the progressive town of Cabanatuan, Nueva Ecija. Mr. F. Tuason, the delegate of the Association for that town, recently sent a communication to the secretary in Manila, that the teachers of that town are now determined to join the Philippine Teachers' Association. Brethren, do not hesitate even a second to perform our sacred duty to our country and countrymen.

Cavite Items.

Our delegate for the province of Cavite is doing his very best in behalf of the association. As an evidence of this, the Philippine Teachers' Association counts three new active members more. They are Miss Nicolasa Tirona of Cavite Viejo, Messrs. Norberto Javier and Estanislao Tirona both of Bacoar. "The Filipino Teacher" sends its affectionate welcome to each one.

San Miguel de Mayumo Items.

A new active member from this town of Bulakan was admitted in the solidarity this month. Receive our warm embrace, Mr. Eugenio Godoy.

Cebu Items.

The enthusiasm of the Filipino teachers throughout the province of Cebu is beyond comparison. At present this province counts 46 active members.

*Manila Items.**The election.*

August 11 1907, the election of officers for 1907-08 took place in the Sampaloc Primary School building. The result of the election is as follows:

President:—Mr. Leoncio R. Gonzales, —Meisic School, Manila.

Vice President:—Miss Purificacion Escudria,—Sampaloc School, Manila.

Secretary:—Mr. Justo Julianio,—Intramuros School, Manila.

Treasurer:—Mr. Gregorio Villa,—Malate School, Manila.

DIRECTORS:

1. Mr. Cayetano Ligot, - Malate School, Manila.

2. Mr. José Topacio,—Pako Intermediate School, Manila.

3. Mr. Agapito Francisco,—Sampaloc School, Manila.

4. Mr. Timoteo Faustino,—Principal, Pako School, Manila.

5. Mr. Alejandro Almoalla,—Principal, Sta. Mesa School, Manila.

Reenforcements.

The following teachers were admitted into the Association as active members: Miss Ponciana Joaquin, Pandakan, Manila; Mr. Segundo Infantado, Tondo, Manila; Mr. Eufrazio Vega, Tondo, Manila.

We send you our most hearty welcome.

Our congratulation.

Our friend, Mr. Ildefonso Hernandez, is a happy father of one recently born baby which was baptized in his home in Malate the 18th of last month. "The Filipino Teacher" sends its congratulations to the happy father and his family.



All teachers of the Philippines are invited to contribute something towards the betterment of this journal of ours. Is it not every Filipino teacher's desire the success of "The Filipino Teacher"? Of course, for we all know that the success of this journal is also the success of all the Filipino Teachers. Let us then, dear brethren, help this journal of ours to prosper. Send in any article of importance to the journal but be sure it is written well and that the paper must accompany the name of the author. We hope that very soon we shall have the pleasure of publishing valuable articles from all of you, and we also hope that the day is not far when every Filipino teacher can proudly say "I am a subscriber to The Filipino Teacher. I owe 'The Filipino Teacher' something and it owes me also something."

A painful loss.

Loss of a wife that is dear to her husband! What a great loss! It can't be repaired by any means. It is gone forever!

And such a husband is our friend, Mr. Luis Bacho now. His dear wife left him a widower. She bade him her last farewell August 17th not to return again. But she left him a little daughter as a remembrance, perhaps, of her departure to the next world. May she rest in peace. And as to Mr. Bacho we accompany him of his great sorrow, and at the same time sending him words of comforts and solace.

To my Dear Fellow Workers, the Filipino Teachers.

—O:—

I know only too well that I am venturing a very unusual step in writing this tedious words, but, beyond hope. my intention is not to preach nor to give a lesson, neither to despise anybody, but my aim is to call your fancies to the brilliant panorama that is flitting above us. Is there any one of my dear reader who does not long to enjoy this golden wish? Is there any one, who does not hear every note of the birds' song; who does not smell the balmy flower whose odor is wafted by the oriental breeze? I think none! Such a person does not exist!

This is the holy and most sacred wish of all the sons of this Archipelago which nature is so niggard to grant us. We know and they know us well, that even a mere child longs toward this desire. But why will nature not grant us this wish? It is because of our lack of self-evidence.

Don't cry dear reader that my last expression is wrongfully stated. Let me climb the ladder step after step.

Nothing is more desirable than to follow the selfsame belief of our martyr Dr. Rizal:—"To obtain the emancipation of our country the pen must be mightier than the sword." By this quotation it is clearly seen that there is no other better means to be followed than to adhere ourselves to these assiduous tasks:—educate our youngs and be willing to form good societies. Stop a moment dear reader there are some questions to be answered.—

Do we educate our children? Yes, with the very exception of a few who can't go to school for some reasons. Do we have good societies? Yes we have several and one of these is the "Philippine Teachers Association." Are all the Filipino teachers associated in it? I beg your pardon, I don't know, but as far as my knowledge is concerned I believe that there are some who do not yet realize its greatness and for that reason their ideas seem against the holy desire of the community. What a misery and wretched society it will be if some of us will give up the union for being an adversary to his own brother in society.

Filipino Teachers, let us build the edifice of our hopes to the aim that union will urge instant dawn of our future happiness. Doubtless we know that there are two good ways to bring our youngs to manly ideas:—by precept and by example. Let us take the latter; show to our youngs as it is our duty and obligation to set an example; rid off in our minds the vice that we now have, that is, not to be an over-bearing. Adhere to the association not because we love its members, nor because we can't refuse the one who invites us, but adhere to it as because we want union and we are willing to give our hearty cooperation. Do it first and then proceed to teach our children to love their native soil, valleys, and verdant fields, but we must recognize that to secure all of these we must bring forth an example to the minds of our youngs: a deep and enduring love of country.

We must oblige ourselves to love union

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as we do urge our children to love the laws of the school, but to accomplish this we must dispose ourselves to be one of those men who is ever ready to sacrifice anything in behalf of success, cost what it may. Don't fold our arms and be contented to wear the garment of seclusion if we want to bring our people in unity bounded by a brotherly love. We ought to show before them that we the planners of education are well united.

Urge ourselves to embrace this aim while we are under the banner and the spreading wings of the eagle of our benevolent protector, so that we may be able to show to others, that we, the manufacturers of to-morrow's citizens, are properly qualified to hold a union and to set an example to the boys and girls whose tendencies are so tender to be converted into many new ideas; besides, when we all adhere to this association we will serve as a mirror which will enable the others to see themselves as we see them, and then the proper authorities who are contented to neglecting the poor public servants (Filipino teachers) would incline to turn their eyes and lend their ears to hear the moaning voices of the sufferers who greatly suffer the famine of compensation.

Lift up your eyes dear fellow workers, and bear in minds that "where there's union there's strength" We must have a union then, so that the others may not place us under their disdainful treatment.

Let our hopes bound to this aim so

that we may bring to our country the three essential antidotes which are—Liberty, Equality, Fraternity.

Meisic School, Manila.

M. I. SHARP.

Tuberculosis.

Continuation of Dr. A. D. Pec's interesting lecture on TUBERCULOSIS given in one of the sessions of the Teacher's Semi-Annual Vacation Assmblly, at the Philippine Normal School, Exposition Grounds, Ermita. The first part of this lecture is found in the August issue of this journal. — EDITOR.

The tuberculous patient should be told that he has tuberculosis. He should then be instructed how to care for his expectation. There are numerous ways of doing this. Any method that will prevent it from becoming dry, or any method that will destroy the bacilli will meet the requirements. A great many people may think they are careful when they are not. One of the most deceptive methods is that of "using cloths and burning them". Those who do this think they are careful, although many of them will use the same cloth all day and allow the sputum to become dry and scatter about the room as dust. At night when they burn the cloth they destroy those germs that still cling to it but they have caused countless numbers to be disseminated through the air, infecting their clothing, bed clothes and furniture.

(Continued page 14.)

DEPARTMENT OF NEWS.

The night Schools.

The night schools were opened again in the same form as they were last year, six principals and 35 teachers. Three of them are Filipino teachers; Mr. G. Santos, Mr. A. Quijano and Miss. R. Yamson. Some more Filipino teachers will be appointed when necessity requires. The course will last 150 nights. For the salaries P-23,000 was approved.

The Primary Schools.

The total enrollment of children attending the public schools thruout the islands is about 500,000. Fully two-thirds

of this sum belongs to the primary grades. There are not more than ten or twelve percent of these primary pupils that go beyond the intermediate classes and from these facts it is shown that the only educational advantage of at least fifty per cent of the school children of the islands, therefore, is found in the primary schools.

These schools are supported by provincial and municipal funds. Ten per cent of the internal revenue collections in each municipality are allotted for municipal expenses and five per cent of this must be expended for schools. The demand

for primary schools was great during the time of establishment of the system of education in the Philippines and as a result as many schools were established as available funds would permit. The deficit in the expense account, over and above the internal revenue allotment, was made up from the general funds of the municipalities and provinces. This general fund included the other portion of the internal revenue collections, the land tax and such other levies as were made. The land tax formed the largest part of these levies. When it was abolished this source of revenue was of course removed. Last year the citizens of the Philippines made up a fund of approximately half a million pesos from money not intended for school purposes to keep up the course of primary instruction. They were able to do this by practicing economy in other ways. In addition to this there were voluntary contributions of money, material and labor that amounted to an enormous sum.

The total bill for the primary school instruction amounts to more than a million pesos and it can easily be seen that the citizens have practically maintained the schools by sacrificing other things of equal importance.

As we know the land tax is at present abolished, and it is probable that sacrifices can not be made or allowed this year, it follows that it will become necessary to reduce the present number of primary schools throughout the Philippines, unless the Commission makes especial provision to prevent its interruption.

It is said that an additional five per cent of the internal revenue collections will be allotted for primary school purposes. There is every reason to believe that this will be done. The primary schools are the cheapest institutions in the islands and do an immense amount of good. They form the foundation of the education that is being given to children of the Philippines. The per capita cost of instruction is about P9.37 per pupil.

Some Government Students granted one additional year to remain in the States.

Filipino students who have been granted scholarships in the United States have been given one extra year for the purpose of fitting themselves for a collegiate course. Heretofore four years have been considered quite sufficient for the average Filipino student, but it has been found that the

year which must be devoted to familiarizing the student with the English language and American customs leaves but three years for the collegiate course.

The additional year is based upon the recommendations of Dr. Barrows, and E. E. Fisher, acting superintendent of Filipino students in America and the students themselves.

The list of student who were recommended to the governor general by Commissioner Shuster December 28, 1906 and who will benefit by the additional year is as follows: Bernardo Agana, Romarcio Agcaoili, Silverio Apostol, Juan Avelino, Apolinario Baltazar, Carlos Barretto, Mariano Billedo, José Burgos, Mariano Cruz, Arsenio Formoso, Vicente Fragante, Arturo Garcia, Liborio Gomez, Potenciano Guazo, Marceliano Hidalgo, Lodovico Hidrosollo, Esteban Ibalio, Eustacio Ilustre, Marshall Kasilag, Fidel Larrascas, Pacifico Laygo, Carlos Lopez, Saturnino Lopez, Vicente Manalo, Mariano Mondonedo, Lorenzo Onrubia, Balbino Palmares, Gregorio Paredes, Ildefonso Patdu, Emilio Quisumbing, Francisco Reyes, José Rivera, Mateo Roco, José Sanvictores, Andres Sevilla, Antonio Sison, Alfonso Tuason, Felix Valencia.

Increase of Salaries.

The Superintendent sent to the Civil Service Board a list of names of the teachers whose salaries are to be increased. It was recommended that prompt action be taken in order that the teachers may get their increases this month.

The October Semi-annual Examination.

The Acting Director of Education Brink appointed a special commission on the official examinations to be held in October.

The commission appointed were James D. Barry, division superintendent of Cavite, chairman, and Miss Charlotte Neale of the Manila High School, George E. Mercer of the Normal School, and Mrs. Ida M. Pritchett of the Sampaloc Intermediate School, are the other members.

School Gardens

School gardens are to be encouraged throughout the islands. The division superintendent of Pangasinan is one of the first to enter into the plan enthusiastically. He has made requisition for vegetable and flower seeds for every supervising district in the province with the intention of establishing school garden work in a substantial way.

Some months ago the commission authorized the bureau of education to purchase industrial outfits for sale to the municipalities for use in primary schools. Division superintendents are now forwarding large orders for equipment for wood work, school garden work, and the sewing classes. These outfits are being supplied by the bureau as rapidly as they can be obtained.

Government Students.

Of the twenty two students who returned on the Sherman, two passed the civil service examination for American teachers and Leon Nava passed a first grade clerical examination. Of the fifteen who have already indicated their choice six will take the American teacher's examination, Filipino Teacher's examination, one a junior draughtsman examination, one of the latter George Bacobo will probably be taken on in the law division of the executive bureau. Five of these students have, as yet expressed no choice in the matter.

Expulsion.

By order of Acting Director of Education, Mr. Alfonso Paguia is expelled from the Public Schools in the islands for the present school year for disobedience and unruly conduct.

Conditioned Pupils.

Pupils promoted with "conditions" can not be given further promotion until the required work has been satisfactorily covered and the imposed "conditions" removed. *By order of Mr. Brink.*

Visited the Manila Trade School.

Commissioner Shuster, the secretary of Public Instruction, accompanied by the Acting Director of Education Brink, visited the Manila Trade School last month. The commissioner was highly pleased with the progress of the pupils.

To Study Papermaking in America.

Federico A. Barrera, government student, (by special appointment of the governor general,) sailed last month for the United States to study papermaking there. He has already spent three years in that study in Japan.

To Welcome Taft.

It is said that the school boys of Manila are preparing to welcome Secretary Taft in proper style. About 4,000, boys

will come from their different schools and will march in a body to the dock to greet him the day he arrives, which will be on or about Oct 4.

School Exhibit For Taft

The division superintendents have been instructed to send into the general Office samples of all classes of industrial products turned out in the public schools for his inspection.

Bureau of Education.

Manila, P. I., July 22nd, 1907.

CIRCULAR)
No. 72, s. 1907)

TEACHERS' DAILY SERVICE REQUIREMENTS.

To Division Superintendents:

The following questionings having been asked by Superintendents relative to teachers' service are, for the information of all concerned, hereby quoted and answered:

1. "What is the basis of school hours for daily sessions for estimated on under time on Form 48?"

2. "In making out Form 48 in intermediate and secondary schools what number of hours for daily sessions should be used as a basis for estimating overtime and undertime?"

Reply to Questions 1 and 2: The *minimum* number of hours of class work per day required by the Bureau of Education is five. When the program for the school, including recess periods, requires exactly five hours in service rendered by the classroom teacher in the school, building the excess of this amount should be noted on Form 48 as overtime, and when the service rendered in the school building is less than five hours the amount of time less than that required should be noted as undertime. This rule applies to every teacher, regardless of the character of the school in which he serves.

3. "Is the teacher who works five hours per day expected to attend teachers' class?"

Reply: This is left to the discretion of the Division Superintendent. If the teachers' class is held within easy walking distance of the school in which the teacher is serving and the work given therein is of such a grade as to be of benefit to the teacher, he should, unless there are

special reasons why he should be required to attend teachers' class. A teacher who works five hours in the classroom and whose school is a long distance from the place where the teachers' class convenes should not, as a rule, be required to attend the daily teachers' class. In this case, however, as in all such cases, the Superintendent's knowledge of local conditions will determine his decision.

4. "Is a teacher who works five hours per day as supervisor or instructor expected to conduct a teachers' class?"

Reply: This matter is left also to the discretion of the Division Superintendent. It is the presumption of the law that a teacher works not less than the seven hours required of other Civil Service employees, that he renders five hours' service in the schoolroom, the other two hours of service being rendered in the preparation of lessons, in the correction of papers, and in performing other work incident to the proper operation of the school. The Su-

perintendent may require supervisors or instructors to conduct teachers' classes in addition to the five hours required for regular school work when such action seems to him wise.

5. "May a teacher who takes the correspondence course and who work five hours per day in the classroom be obliged to conduct teachers' class?"

Reply: If the teacher's services are needed in this capacity he may be assigned to this special work by the Division Superintendent. It is not intended that the correspondence course taken by advanced Filipino teachers shall relieve them from any of the regular work to which they would be naturally assigned. When however, they can be relieved from extra work and thus given as much time as possible for their correspondence course, it is believed their work should be so arranged.

GILBERT N. BRINK.

Acting Director of Education.

PUPILS' CONTRIBUTION

(Contributions from pupils are welcomed. They should be typewritten or legibly written in ink. They should accompany notes from their teachers stating how they are written. We reserve the right to refuse their publication when deemed necessary and reasonable).—EDITOR.

The Mango Tree.

The mango is a large tree. It has a big round crown. It is one of the most important trees in the Philippines. It grows best on dry land. The branches of the mango grow around the trunk. Its leaves grow on the ends of the branches like the kalachuche. It is one of the most important trees because its fruits taste good and are used for food by the people. Its branches are used for fire wood, and its trunk is used in making articles such as mortar, etc.

This tree bears fruits once every year. When the month of February comes it will begin to have flowers. In the month of May we can pick the fruits for they are ripe that time. The mango tree can make much food for it has many big green leaves.

Generally we get thousands or more mangoes from one tree every year. So by cultivating this plant we shall get great benefit.

Let us now find out how much money we shall get in one year from a single tree. Suppose we produce 1000 mangoes and sell them at 2 centavos each, which is the average price, we shall get ₱ 20. from a single tree a year. Let us compare this sum from the sum we shall get from other plants such as bananas, papayas, chico, etc., and we can see that it is impossible, to get this amount from a single plant of other kinds every year, therefore it is very important the cultivation of this plant, because it would help us to live better.

Is not our desire in planting any plant to get much money that we may spend for what we need? I believe so. I have seen that this plant bears more fruits in places away from other plants, because it can get much sunlight. Then let us plant mango because it will give us much money. It is said that mango trees can be helped to bloom earlier by setting a

small fire under the tree for a certain length of time. I believe this is true, but to be sure of it, I tell you, you better do it and see the result.

ANTONINO MANALAD, GRADE V.

NOTE—This composition was written by the author in the class before the teacher, Mr. M. Cruz, without any help from him. No corrections whatever were made.—Malolos, Bulacan.

PEDAGOGICAL DEPARTMENT.

One Way of Conducting a Written Spelling Lesson.

Directions.

1. Pupils will sit up straight, hands on the desk ready to write.
2. Before this lesson begins, see that every pupil has a slip of paper just enough to contain twenty or twenty-five words.
3. Pencils must be placed upon the desk, just before the pupils.
4. Pupils must not take their pencils until the command, "Write" is given.
5. IMPRESS upon the minds of the pupils that each word will be pronounced *not* more than *two* times.
6. Give them time enough to write each word, (about fifteen seconds) then give the command "Pens down" As soon as this command is given out, every pencil must be placed *at once* upon the desk.
7. If a pupil fails to obey the command you tell to do, take away his paper from him.
8. If a pupil fails to hear the word, he must not ask anybody. If he does, take away his paper from him.
9. If a pupil looks around or moves unnecessarily during the spelling lesson, his paper should be taken away from him.
10. When the spelling lesson is over, tell them to hold their papers in their right hand at once.
11. Tell the pupils that each one of them should hand his paper to the one at his right side. This should be done, while you count 1, 2, 3, 4, etc.,

until all the papers have been handed to those at the right extremities. When this has been done, the monitor should gather them all, and give them to the teacher. See how many minutes you have spent for the whole lesson, and compare with the time spent the previous lesson.

12. Give the commands in a quick and lively way *always*.

ONITSUAF.

Fellow Teacher:—

You can not realize how much good you are giving the journal by being a subscriber to it. Don't you know that it is you who lift it up and support it? Of course you do—it is you who maintain its existence, and you also know so well that this journal is for the teacher, of the teacher and by the teacher; and for the general public also. Therefore you should not hesitate, you should not doubt but decide, if you are not yet a subscriber, to order your subscription at once. In doing this you have added one more unit of strength to the journal. If you are already a subscriber you have, no doubt, some friends who are interested in our welfare and success. If he is not yet a subscriber, ask him to subscribe. Will you do it for the sake of our journal?

J. J. A.

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142 Escolta, Manila, P. I.

"Weaving in the School Room"

BY S. DE LOS SANTOS.

Teachers who must supply profitable occupation work for several classes in a room find an abundance of material in weaving. There is such an indefinite variety for the ingenious teacher to use that the child always has something new to combine with the old and well-known. The work is easy and useful and is of equal interest to boys and girls. The required equipment is small and the materials are inexpensive but beautiful. It affords an excellent opportunity of making the products of the child's activity useful and form him to express his love for others with presents prepared by his own hands.

Paper is the usual material for weaving in the kindergarten, but for older children, weaving with splints, cloth or raffia is to be prepared.

Simple weaving, that is, one over one under is used for weaving carpets. More elaborate patterns may be worked out with paper, splints or oil cloth.

Weaving Without Looms.

Table oil cloth is a good material for weaving without a loom. It is easily handled, durable and inexpensive. The same mat may be used over and over again to teach new patterns. This is advantageous especially for the first lessons.

To make this mats cut thin table oil-cloth into oblongs eight-by-ten inches. On the under side, draw a border one inch wide. At the top and bottom of border line mark off strips of three quarters of an inch.

Cut on these lines with a sharp pointed knife or scissors. The mat is then ready for weaving in the woof. For this cut strips of contrasting color three quarts of an inch wide and eight inches long. Then strips will be required for each mat. If desired, colored slats may be used in place of the strips.

In the weaving, care must be taken that after putting the *first* strip over the first of the mat, under the second, over the third, and so on, the *second* strip must be put under the *first* strip of the mat, over the second and so on. If this is not done the loose strips of the woof will slip over one another with the slightest handling and the mat will drop to pieces.

When finished the strips are removed, laid in a pile crosswise on the mat and all kept in a flat box or a portfolio ready for use again.

(To be Continued.)

Course of Study for Primary Schools

(Continuation.)

The first part of this Course of Study is found in the August issue of this journal.

GRADE. III.—Time, exclusive of teachers' classes, five hours a day.

I. INDUSTRIAL WORK. (60 minutes a day.)

(a) Gardening—growth of familiar plants, emphasis to be placed upon actual practical garden work.

(b) Wood-work—whittling, marking shaping, measurements, simple construction of boxes, toys, rules, bamboo-work, repair of school furniture, framing blackboards, etc.

(c) Needle work—plain sewing, making and mending of clothing and simple household articles, such as towels, dish cloths, handkerchiefs, pillow cases, table cloths, mosquito nets etc.

(d) Elementary pottery—making simplest forms of useful and familiar articles.

(e) Simple dyeing and bleaching.

(f) Weaving—fans, nets, mats, baskets, hats, chairs, cloths, blankets towels, flapkins, etc.

(g) Care and decoration of school house and ground.

(h) Rope-making.

(i) Practical construction work with paper.—Making of metric measures, boxes, fans, lanterns, baskets. etc.

(NOTE—The kind of exercises to be determined by the locality. Not more than three of the above exercises are to be used by a teacher at any one time.)

2 ENGLISH, (75 minutes a day.)

(a) Reading.—Any standard second reader and such supplementary reading as may be desired.

(b) Language.—Work equivalent to that found in Newsom's Language Lesson, or the first 100 pages of Gibbs' Lessons in English, or Parts I and II of Lyte's Elementary English.

(c) Spelling (text book)—All new words in the books used in this grade and a limited number of additional words of similar grade.

3. ARITHMETIC, (50 minutes a day.)

Work equivalent to that outlined in the first 72 pages of Bonsall's Primary Arithmetic, Part III; Or Milne's Elements of Arithmetic, pages 95 to 145 inclusive. This book is not, however, intended for use in the primary grades,

Or Wentworth's Second Book in Arithmetic, from the beginning of the book to page 60 inclusive. Many problems appearing on pages 61 to 90 inclusive involving knowledge of the four fundamentals but not of the tables may also be included. Miscellaneous examples appearing on pages 134 to 156 inclusive may be used as additional material,

Or Heath's Primary Arithmetic, pages 75 to 129 inclusive, with as much supplementary work as possible;

Or Clinton's Elements of Arithmetic, pages 35 to 122 inclusive, omitting there-

from all tables of measures and problems involving a knowledge thereof. Emphasize the practical commercial features of buying, selling, barter, etc. Employ transactions in the classroom involving use of school money made of cardboard, making "change".

4. GEOGRAPHY, (40 minutes a day).

(a) General preliminary notions of geography involving work equivalent to that outlined in pp. 1-15 Roddy Gibbs', or pp. 1-26 Frye's Elementary P. I. Edition, or pp. 1-24 Jernegan's Geographical Primer, or pp.Insular Geographical Primer. Use of sandboard or paper pulp for illustrating different physical features. (Three months to be given to the foregoing).

(b) Study of Municipality, province, and archipelago by topical outline. (Four months)

(c) General review of the geography of the Philippines, Roddy Gibbs pp. 16-51, or Frye's Elementary P. I. Edition pp. 27-58, or Jernegan's Geographical Primer pp. 25-36, or The Insular Geographical Primer pp.

GRADE IV.—Time, exclusive of teachers' classes, five hours a day.)

I. INDUSTRIAL WORK, (100 minutes a day.)

(a) Elementary Agriculture.

(b) Wood Work:

Simple Mechanical Drawing.

Shop work.

(c) Elementary domestic science.

(1) Sewing, patching, hemming, darning, lettering, buttonhole work, embroidery, marking, cutting; (2) Cooking, housekeeping, etc.

(d) Elementary pottery.

Making common useful articles, such as bowls, dishes, jars, water bottles, etc.

(e) Elementary masonry.

Marking brick, mortar, concrete, burning of lime, etc.

(f) Weaving.—Continuation of work outlined for Grade III.

(g) Dyeing and bleaching.—Continuation of work outlined for Grade III.

(h) Rope making.

(i) Care and decoration of school house and grounds.

(j) Making brooms and brushes.

(NOTE.—Not more than three of the above exercises are to be used by a teacher at any one time. Local industries will be the chief factor in determining the

industrial work to be pursued in any community.

2. ENGLISH, (60 minutes a day.)

(a) Language —Gibbs' Lessons in English completed, or work equivalent to that in the Lyte's Elementary English Part III. Composition Leaflets, letter writing, etc.

(b) Reading.—Any standard Third Reader such as the Insular, Newson, Baldwin, S. S. to Literature, Philippine Folklore, Seven Little Sisters, Water Babies, King of Golden River, or any other book of similar grade.

GRADE IV.

3. Nature Study and Civics, 25 minutes a day).

(a) Nature Study (three times a week).

Simple practical lessons and observations on the study of soils, plants, animals hygiene and sanitation.

(b) Civics (twice a week).

Simple parliamentary rules of order. Organization and conduct of meetings. Laws and regulations governing elections. School Laws. Land registration laws and regulations; Postal Savings Bank laws and regulations. Municipal Code and Provincial Government Act, etc.

4. ARITHMETIC. (40 minutes a day).

Complete common and decimal fractions in this grade, and also give a very elementary knowledge of Percentage and Interest.

Bonsall's Primary Arithmetic, Part III, containing but 23 pages in advance of the work prescribed for the Third Grade, thus providing but six or eight weeks' work for the class, will not be used in this grade.

The following books may be used in this grade as indicated.

Wentworth's Second Book in Arithmetic, pages 90 to 144 inclusive. After completing these pages, review Multiplication and Division of Decimals, appearing on pages 44 and 52 respectively, then continue with pages 115 to 133 inclusive, omitting thereafter pages 134 to 156 inclusive. Teach pages 157 to 161 inclusive. In the discretion of the teacher difficult problems appearing on pages 119 to 128 may be omitted; Or Clintons Elements of Arithmetic, pages 123 to 203 inclusive.

Miln's Elements of Arithmetic, may be used in this grade in the absence of the above listed books. This book is prescribed primarily, however, for the first year of the intermediate course. When used in the primary course, the teacher will omit

all difficult problems, making the work throughout as simple as possible, consistent with the subjects studied. This year's work will extend from pages 144 to 207 inclusive, and where desired, simple work may be given in Percentage and Interest from the examples found on pages 248 to 258 inclusive.

5. GEOGRAPHY, (30 minutes a day).

(a) First half year—Somewhat detailed study of Japan, the China Coast; Australia, and the important islands of the Pacific, with emphasis upon their industries and productions and their commercial relations with the Philippines. Map-drawing.

(b) Second half year—A study of the main facts of world geography such as may be obtained from selections from Roddy-Gibbs' Geography, Frye's Elementary Geography, Jernegan's Geographical Primer, the Insular Geographical Primer, or Easy steps in Geography.

6. OPENING EXERCISES AND MUSIC, (25 minutes a day.)

(Music may be taught 15 minutes a day. Study selected parts of the Modern Music First Reader or other book of similar grade. Emphasize singing. Select songs suitable to the children's voices).

7. PHYSICAL EXERCISES AND RECESS, (20 minutes a day).

(NOTE.—Drawing has been provided for under wood work for this grade. Pupils who take other lines of industrial work may devote 20 minutes a day to drawing (Hilts' Book No. 3); or writing (Copy Books Nos. 3 and 4 or Business Forms). Drawing and Writing to be alternated as in Grade III, the time to be taken from the period prescribed for industrial work.

GILBER N. BRINK,
Acting Director.

Tuberculosis.

(Continuation from page 7.)

If cloths are used, they should be torn into small pieces, expectorated into once and burned immediately, or put into some receptacle that can easily be boiled, and then burned before they become dry. The receptacle should be boiled each time it is emptied. The sanitary spit cup is especially to be recommended; this consists of a metal frame and cover into which a paste board box fits. This box should be changed once twice a day, and the old one thrown into the fire and burned. Cuspidors containing some germicide such as carbolic acid (one tea-spoonful to a quarter of a cup of water),—or bichloride of mercury (1 part to 1000 parts water)—are very good, or if these cannot be had, the sputum can be expectorated into a cuspidor containing plain water, and then emptied into the sewer, after which the cuspidor should be boiled. The decomposition which occurs in the sewage will destroy the bacilli.

Other very potent agencies in the destruction of the bacilli and prevention of infection are sunlight and fresh air. Sunlight

will destroy bacilli in from half an hour to several hours according to the thickness of the sputum in which they are contained. Diffused light will destroy them also, though taking much more time. In dark, poorly lighted and poorly ventilated rooms, on the contrary, bacilli will live and retain their virulence for months. Therefore persons, suffering from tuberculosis should be placed in sunny well ventilated rooms, not only because such apartments are more cheerful for the patient, but because they are less liable to become infected.

Our efforts to prevent the spread of tuberculosis will lie along the line of instruction to the patient who is afflicted. When a consumptive learns that he must not expectorate on the floor, walls or bed clothes, on the side walks or in the street cars; when he learns that when he coughs, sneezes laughs or talks loud he turns his face away and hold his hand or a paper-napkin before his face, he has made great strides towards eradicating himself as a disseminating agent.

Persons afflicted with tuberculosis should avoid kissing and handshaking.

(To be continued.)

THE FILIPINO TEACHER

REVISTA MENSUAL

ORGANO DEL "PHILIPPINE TEACHERS' ASSOCIATION"

DIRECTOR, L. R. Gonzalez —

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Todas las comunicaciones pueden dirigirlo á The Filipino Teacher. P. O. Box -//- 1090, Manila, P. I.

EDITORIAL

Por los Maestros Filipinos.

Aún cuando alguien ha afirmado que el campo de acción de los maestros públicos filipinos es ya amplio, no por esto dejaremos de abogar que se concedan puestos de mayor responsabilidad, cuales son los de supervisores de escuelas, á esos beneméritos propagadores de la instrucción.

Hay muchos aventajados maestros filipinos tanto en esta Capital como en provincias con honorosas y brillantes hojas de servicios. Y la experiencia adquirida por éstos en el ejercicio de su profesión es á todas luces segura garantía de que cumplirán satisfactoriamente su cometido en el caso de que sean ascendidos á la categoría de supervisores de escuelas. También los jóvenes filipinos, que

han terminado sus estudios en las escuelas normales de la Metrópoli, pueden ocupar algunas de esas plazas.

No nos mueve el propósito de sugerir al Departamento de Educación la completa eliminación de los maestros americanos. No, éstos son necesarios aún en Filipinas; son necesarios sus servicios en las escuelas profesionales, de artes y oficios, de comercio, normales, superiores y parcialmente en las intermedias, sin que por lo expuesto damos á entender que no se den acceso á nuestros compatriotas maestros en estas escuelas.

Los maestros americanos de mancomun con los filipinos, han prestado, prestan y prestarán seguramente buenos servicios por el adelanto intelectual, moral y material de la juventud

filipina. Pero creemes que los puestos de supervisores de escuelas de instrucción primaria, en la actualidad ocupados por maestros americanos y algunos nativos deben ser desempeñados ya en su totalidad por maestros filipinos que reúnen condiciones bastantes de idoneidad.

Hágase una selección de los maestros filipinos que pueden desempeñar dignamente esos cargos. Afortunadamente hay muchos compatriotas de valía dentro del magisterio filipino.

Nosotros casi nos atreveríamos á asegurar que los que serán nombrados aceptarán como sueldo el 60 p 8 de los que perciben actualmente los supervisores americanos, cosa que no deja de ser una economía para el Erario Público.

Lo que acabamos de exponer es una cuestión de suma importancia y no dudamos que el digno Director de Educación hará todo cuanto esté de su parte en resolverla.

El Obstáculo

(Para *The Filipino Teacher*.)

El amor de familia, tal como hoy lo sentimos, constituye uno de los grandes obstáculos que tardan el pleno desenvolvimiento de la raza.

Por consecuencia de una educación más bien espiritual que positiva, sucede las crudezas de una evolución social rigurosa y progresiva.

¿Qué se observa en la vida íntima presente del pueblo? Tan general un ambiente de ternura, pureza de afectos y un cariño ardiente de los padres para con los hijos y viceversa.

¿Existe en este sentimiento el obstáculo? Existe no cabe dudarlo. Observa un niño que se desarrolla dentro de nuestro hogar en medio de ese calor de ternura de los padres y veréis que por una pequeña indisposición del niño causada por sus travesuras, es suficiente para que los padres derrochen el dinero y poner en movimiento á toda la familia.

¡Infeliz del niño! porque desde ese día queda prohibido para él toda suerte de juegos arriesgados. Sigamos fijando al niño. Este es ya grandezuelo y quiere salir á la calle para jugar con

otros niños y apartarse un momento de la vista de sus padres para distraerse libremente. El niño no puede hacerlo, tropieza con el cariño de su madre, que vive con el recuerdo de la primera enfermedad y por eso quiere tenerle á sulado, bajo su cuidado, á todas horas.

Por último. El niño es ya un joven, un hombre casi. Se cree con ánimos de obrar, con ambiciones de algo vago, contempla las formas del mundo real, el ambiente formidable que le rodea; quiere luchar aspira una atmósfera sana de actividades y energías; y no puede, se siente débil, pusilánime y cobarde. Aquel ambiente de ternura ha amortiguado su su organismo, y pesa sobre él como una losa de plomo.

Contemplad la escena triste de una madre cuyo hijo se despide para ir á lejanas tierras en busca de nuevos horizontes, é imaginad el grado de pena que aquella experimenta y convenceréis, una vez más que ese amor filial, muy íntimo, constituye el obstáculo para su porvenir y llegaréis á una conclusión aterradoradora ¡Un cadáver que va!—dicen las gentes. Al hambiente de alegría en que padres é hijos unidos convivían ha sucedido una atmósfera de tristezas.

¿Comprenderéis ahora la fatalidad de este fenómeno? ¿Concebis sus resultados en sus manifestaciones más remotas.

¡Debilidad, timideces, cobardía! He aquí las tres fases más culminantes de la presente vida social del pueblo.

Todos casi somos víctimas de ese ambiente. Formados en el mismo sentimiento llevamos el adinamismo en nuestro espíritu, que nos obliga á resignar fácilmente á todas las injusticias é hipocresías.

Educación, educación positiva, más humana, más social, es la que debemos practicar á fin de desterrar la causa del apacamiento de la voluntad.

¡Amor de familia, ternuras de hogar, sublime cariño! He aquí los tres conceptos, que implican, en nuestro estado actual, un verdadero obstáculo de todo desenvolvimiento de la vitalidad y energías de la raza,

No se realiza—dice Cómplice? ninguna suma de progreso sin ir acompañada de otra igual de dolor. Y es preciso llegar al progreso humano á costa de todos los sacrificios.

La generación futura cumplirá este propósito.

P. A.
Paco Primary School.

Sección Pedagógica.

LA EDUCACION DEL CARACTER

Conferencia del Sr. M. Sityar ()*

Ilustre presidente,
Honorable Academia,
Señoras, Señores:

Al tener el honor de ocupar este puesto para reanudar las conferencias pedagógicas del profesorado de este Liceo, he creído oportuno disertar sobre el tema:

La Educación del carácter.

Porque es por demás sabida la primordial importancia que encierra esa cuestión. Como piedra angular de la ciencia pedagógica se ha considerado por autoridades tan insignes como Herber, Spencer, Gustavo Le Bon, Looke y Enrique Pestalozzi, sin que tengamos que preconizarles remontándonos á los Don-Bosco, Kant, La Selie, Rous seán, Port-Royal y otros grandes pedagogos y filósofos de la antigüedad, que han discurrido sobre tan importante asunto, conviniendo todos en lo sustancial: si bien cada uno de ellos según su diferente punto de vista, en que la educación del carácter es de mayor importancia que la instrucción misma, pues aunque esta afirmación parezca paradójica, la experiencia la ha sancionado de un modo concluyente.

Creo innecesario demandar vuestra presencia: vuestra presencia en este acto me de la medida de vuestra galantería, y únicamente debo daros la gracias, por anticipado, por la honra y merced que me dispensais concediéndome vuestras indulgente atención.

Un ilustre pedegogo español ha definido el *carácter*—«como el conjunto de cualidades que distinguen á un individuo de otro de la misma especie»—añadiendo que *«así como los atributos son los distintivos de la especie. el carácter es el distintivo de los individuos.»*

El carácter es un efecto de conjunto por el cual se individualizan los seres, distinguiéndose de los demás de su especie.

En la formación del carácter, entran, por tanto, desde las facultades vejatativas hasta las de orden superior; pero son elementos principales del carácter las facultades apetitivas del alma.

El carácter no hace de la posesión de calidades singulares que no tengan otras

personas; hace del conjunto y combinaciones de las cualidades y del grado en que estas se poseen.

El hombre se caracteriza más que por lo que conoce, por lo que apetece y por la manera de apetecerlo.

La base del carácter son las pasiones, esto es, el ejercicio del apetito irascible; su cúspide los actos de la voluntad.

La constancia es la base del carácter.

Los grandes caracteres son productos de voluntades enérgicas ni aun puede decirse que el carácter es la voluntad formada.

Todos los hombres, y en general todos los individuos de una especie, se diferencian entre sí luego todos tienen carácter.

Cuando decimos, por lo tanto, que una persona «no tiene carácter» hablamos inexactamente, pues queremos decir que su carácter es defectuoso ó imperfecto.

La expresión «sin carácter» significa, de ordinario, carácter débil.

El carácter es una de las mayores fuerzas motrices que existen en el mundo. El génio conquista la admiración de los hombres; pero ninguna cosa conquista su respeto tanto como el carácter. La energía del carácter da la medida del valor de los hombres. El carácter es una riqueza más útil que la del dinero. El hombre de carácter, nunca es verdaderamente pobre. El carácter es una propiedad de excelsa nobleza que nos da derecho á la consideración y al respeto de los demás hombres.

En la práctica de la vida importa más el carácter que un entendimiento extraordinario.

Hombres de escasas luces ejercen á veces, gran influencia sobre los demás por la energía del carácter.

La Historia de la humanidad, en resumen, no es sino la obra de varios grandes caracteres.

Cada institución es como la sombra prolongada de un gran carácter y la estabilidad de las instituciones depende de la estabilidad de los caracteres.

(Se continuará.)

(*) Pronunciada en la sesión de la Academia Pedagógica del Liceo de Manila, celebrada el domingo, 19 de Agosto de 1906, por el presidente de la Asociación del Magisterio Filipino.

SECCION DE NOTICIAS.



Progresos de la instrucción

Segun report recibido por el departamento de Educación del superintendente Turner de Pangasinan, la asistencia á las escuelas públicas llega al número de 1.500 alumnos.

Nuevos Maestros

Han sido nombrados por la Junta del Servicio Civil los siguientes maestros americanos recién llegados por el vapor "Maku Maru": Lewis S. Schall, N. Albin Nelson, Bernard N. Walker, Albert L. Barrows y señora y F. Ford Hickman.

También con ellos han llegado por el mismo vapor los antiguos maestros, Mr. A. A. Carl y F. M. Woodard que vienen de vuelta después de gozar las vacaciones en sus patrios lares.

Inauguración de una Escuela.

Se están ultimando los preparativos para la inauguración de la recién construida «high school» y escuela de artes y oficios de Bacolod. Han sido invitados para concurrir á las fiestas de inauguración el Honorable Gobernador general y el Comisionado Shuster, pero es probable que puedan no aceptar la invitación.

El nuevo edificio ha sido construido bajo contrato por valor de P-30,850, habiéndose construido todo de maderas del país menos el piso.

La inauguración tendrá lugar el 14 del actual.

"The Philippine Teachers' Association"

En cumplimiento de una de las disposiciones de la constitución y reglamento de esta Asociación, tuvo lugar las elecciones de la nueva Junta Directiva para 1907—1908, en la «Escuela de Sampaloc» de esta capital.

He aquí los señores elegidos:

Presidente: Sr. Leoncio R. Gonzalez,
Vice-Pres. Srta. Pura Escurdia,
Secretario. Sr. Justo Juliano.
Tesorero. Sr. Gregorio Villa.

Vocales.

Sres. Cayetano Ligot.

“ José Topacio

“ Agapito Francisco

“ Timoteo Faustino

“ Alejandro Almoalla.

Es digno de consignar el regocijo y satisfacción de los electores, después del acto, por el triunfo de los señores elegidos. Estos señores fueron calurosamente ovacionados.

Es de admirar además el interés demostrado en las elecciones, de los comités, subcomités y afiliados residentes en provincias; enviando al centro sus balotas que para este fin fueron distribuidas con antelación.

«The Filipino Teacher» no puede menos de enviar a la nueva Junta Directiva su sincera felicitación.

Pensionados

La Srta. Hermenegilda Flores de la provincia de negros Oriental ha sido nombrada para ocupar una de las plazas de pensionadas en la Escuela Normal creadas para el estudio de enfer-

meras. Dicha reñorita viene á reemplazar á la Srta. Carmen Buenafé que la ha renunciado.

La carrera de enfermeras es nueva en Filipinas; y no dudamos que las jóvenes que cursan dicho estudio vendrán á ser en su día ángeles que velen en nuestro lecho de dolor.

Filipinos Aprovechados.

El *New York Daily Tribune* del 25 de Junio último trae una larga reseña de los ejercicios de fin de curso celebrado en la Universidad de Yale, que cuenta entre sus alumnos á dos jóvenes compatriotas nuestros que allí han terminado sus estudios de Derecho, el Sr. José de Escaler de la Pampanga y el Sr. Mariano Honrade de Joya de Batangas.

De los tres premios extraordinarios que se disputan en dicha universidad dos han correspondido á estos dos jóvenes, obteniendo al Sr. Escaler la calificación de *Magna cum laudo*, y el Sr. Joya la de *cum laudo*.

Enviamos nuestra felicitación á esos jóvenes estudiosos, que dan honra y prez á su pueblo.

Jóvenes á América.

Un periódico de Panay dá noticia que los animosos jóvenes Sres. Roque Justiniani, José y Agustín Jeresa se embarcaron para América, á fin de continuar allá sus estudios.

Los tres son naturales de Jaro y pertenecen á familias de humilde posición. Animados solamente por el más vivo deseo de aprender han gestionado del gobierno militar un pasaporte gratis, que lo consiguieron merced á la valiosa mediación del magnánimo general Mills.

Les deseamos feliz viaje y éxito en sus estudios.

La Fiesta del Arbol

Esta fiesta se ha celebrado con gran animación por las escuelas públicas de Orani, Bataan. Hubo discursos alusivos al acto; y los alumnos plantaron cierto número de árboles en los alrededores de la escuela provincial.

Las Pensiones "Germinal".

Esta conocida fábrica de cigarros y cigarrillos há abierto una «enquête» con el fin de pulsar la opinión pública, sobre el pensionamiento de dos jóvenes filipinos en el extranjero.

Este patriótico y laudable rasgo demostrado por los dignos directores de dicha sociedad debe ser imitado por todas las compañías comerciales filipinas, pues, cuando esos jóvenes vuelvan al país, implantarán aquí lo que han estudiado.

La escuela náutica.

Se dice que esta escuela será cerrada á causa del reducido número de alumnos que concurren á ella, y que éstos serán enviados á los Estados Unidos para terminar allí sus estudios.

Dimisiones

Las han presentado los maestros A. M. Murfin, W. H. Lackey y Sixto Dacanay del «Bureau» de educación.

Ejemplo que debía imitarse.

Los dos puestos que dejan vacantes dos «clerks» americanos del «Bureau» de Educación serán ocupados por filipinos que percibirán -P- 1.200 cada uno anuales, introduciendo así una economía de -P- 2.600.

Nuestro Pésame

La esposa de nuestro querido amigo y compañero de profesion Sr. Luis Antonio y Bacho, Principal de la escuela pública de Gagalangin ha fallecido el día 17 del mes próximo pasado.

También ha fallecido victima de una larga y pertináz dolencia, el Sr. Juan Climaco, exgobernador de Cebú. Dicho señor es defensor acerrimo é incansable propagador de la instrucción.

Por tal motivo «The Filipino Teacher» envía su más sentido pésame á las familias de los finados.

THE FILIPINO TEACHER

PAHAYAGAN BUANAN

Taga pamansag ng Philippine Teachers' Association.

TAGAPAMAHALA: Emilio Pestaño.

Pasulatan at Pangasiwaan, Alx 102, Sampaloc.

Lalagyan sa Correo, blg. 1090, Maynila, K. P.

Halaga ng pagpapadala.

Sa Maynila.	P.	2.00	isang taón.
• Lalawigan.	„	2.00	„
• isang salin.	„	0.25	„

Pagpapalathala.—AYON SA PAGKASUNDUAN.

Maling Pagkukuro ng isang Magulang.

Tayong lahat ay may maniningas na nais marahil na makapaglakbay sa iba't ibang lupain upang makakita ng sari-saring bagay na naiiba sa atin; gaya ng pagkakaiba nang anyó, asal, pamumuhay at iba pa.

Ang nais nating ito'y malayong matupad, unang una'y sa pigkasalat sa gugulin at pangalawa'y sa di natin h lig ang maglayág. Ngunit ang ating mabigat na tuncol ay nangangailangan ng isang lubos na pagkalam, di lamang sa nangakalilibid sa atin at inaabot ng tingin cundi pati sa malayong lugar na di maabot ng ating titig. Sa paano kayang paraan natin masusunduan ang pag-aaral sa mga nangyayari sa malalayong lalawigan at iba't ibang bayan sa Sasinukob? Wala kundi isang paraan lamang. Magbasa ng mga pahayagan at mabubuting aklat na siyang makapagpapatalastas sa ating hinahanap at capupupulan ng mahahalagang bagay na makakasapat sa ating adhiká.

Nabangit namin ang bagay na ito, dahil sa isang sulat na katalangap pa lamang buhat sa Bukawe (Bulacan). Sa liham na yao'y nalalarawan ng buhay na buhay ang isang maling pagkukuro ng isang magulang at bulag na pagsunod ng isang anak, ng isang anak pa namang may marangal na tunkol na magpamulat sa bulag na isip at umacay sa mga naliligao ng daan. At ngayo'y hahalawin namin an ilang pankat nag nasabing liham.

“Malaki pong totoo ang aking nais na mabilang na isa sa mga mambabasa ng THE FILIPINO TEACHER, datapwa't aayao ang aking magulang.

Ipinaliwanag ko po sa kanila ang mga kabutihang matatamó at ang mga easisaring bagay na magsisilbing tulong sa aking paghanap ng dunong, ngunit di rin po nila pinansin.

Susog po sa mga bagay na natatala sa itaas, ay umaasa ako na iyong ipagpapau-

manhin, at kung ang hanga ng akin lang ang mangyayari, ay ibig na ibig ko po ang maguing inyong mambabasa, datapwa't hindi kaila sa inyó ang ugali ng ating mga magulang na ang kanilang utos ay di ibig suwayin.”

Ilan tanong sa mapagmahal na magulang. Mayroon po kayang microbio ang THE FILIPINO TEACHER? Alin po kaya ang pinagbabatayan ninyó ng pagbabawal sa pagbasa ng aming pahayagan? At kung sakaling mayroon kayong nalalaman ay imimumunkahi namin ang paghahayag, ngunit kung hindi ninyo gawin ito, ay ibibilang namin kayo diyan sa nangag-galang....., na hindi na nakapagbubwo ay ibeg pang manira.

“ANG KABATAAN KAHAPON AT NGAYON.”

(Isang tawag at pagpapalathala sa mga magulang).

(Katapusan)

Tunay at diko makakaila na kakahapon lamang tayo'y inalipin nang isang pamahalaan, dapwa't tayo'y inaralan din naman kahit babahagya, at ang mga di mabilang na bihasa na isinusungao sa pinto nang kabihasan hangang tayo'y siputan nang isang dakilang “JOZE RIZAL” na namuhunan nang buhay at nagpakamatay upang maipakilala lamang sa atin na tayo'y may karapatan nang magsarili, at sagana na sa kabihasan, sa isang sabi ay makalaya ang “YNANG BAYAN”, ngunit ang pagkamatay ni RIZAL ay siyang pag-iibang buhay nang Filipinas, at humiguit pa mandin kay sa kahapon. Nang unang panahon ay ipinagpalagay na mabalay nang sinumang magulang na ang kanilang mga anak na babae ay makilahók sa anomang gagawin nang la-

laki, bagay na pakatalastasio natin na sila'y may sariling isip na nakatatantó nang masamá at magaling, sila ay pawang nakapagpapalapit nang mga damdamin, ngunit sa ngayon ang lahat nang mañga kaisipang iyan ay kusang nagmaleo, at humalili ang wikaang "ANG PAGHAHALUKIPKIP AT PAGHIHINTAY NA LAMANG SA ALIN MANG KAGUINHAWAHAN NANG ATING KALAGAYAN AY WALANG MASASAPIT KAILAN MAN;" ngayon ay nañgaguising na ang lahat at naggagalawan na. Pagmalas-malasing natin ang mañga batang lalaki at babayi sa ngayon na halos ang iba ay aanimin taon lamang ay nakapagsasalita na nang wikang "THIS IS A BALL, THIS IS A BOX, A BALL, A BOX"; sila'y hladi nagtitiguil nang pagsusumikap sa pag-aaral at pilit na idinudumog ang kanilang kaya sa kaibigang makabawi sa panahon nagdaan na dina sinalaguinsiman nang pagdaramdam nang munti mang capaguran sanhi lamang sa bagay na kanilang ikatatahimik at ika-guinguinhawa nang kalagayan.

Ang Filipinas ay kusang nagnining-ning ngayon, "NAGNINING-NING" pagka'tsaan mang dako nang FIPINAS ay nakikita na tin ang mañga PAARALANG itinatag ng Pamahalaang Americano, upang mamulat ang ating isip, na kung sakaling yumabong ay masilungan nang lahat. Iyang mañga kabataan iyan ang siyang magpapakislap nang karunungan; ito nga ang sabi sa "NOLI ME TANGERE" ni Rizal na anyay kinakailangan sa kabataan ang pagsikapan ang magagamit na kalasag na ilalaban sa arao nang bukas hindi ang ibig sabihin ay ang kalakasan nang bisig "FUERZA MATERIAL, kundi ang kalakasan nang isip FUERZA MORAL, at gayon din ang dunong nang pamumuhay na di maibibigay ng bayan tinubuan, at ang ikapaguiguin malayá at pananarili nang Filipinas ay diyan magbubuhay sa nag-aaral na iyan; ang kanilang anyo ay nagpapakilalang sila'y di dapat ibilang na mga mangmang kundi mga matatalinong bagong sisibol sa guina nang malawak na Filipinas na siyang habangó sa bayang tinubuan at maghahatid sa kaguinhawahan. Naliwanagan na ang madilim na kaisipan ng lahat, "NALIWANAGAN na, pagka't napagdilidili nang mañga kabataang nagsisipagaral na unti-unting nabubuksan ang landas nang kaparaanang sukat nilang ipagsumikap nang pagaaral; palibhasa'y innaalala nila na kung dumating ang hustong gulang nang kanilang pagkamamayan, ay iquinhahibiya nila ang masabing ako'y hindi marunong sumulat ni bumasa nang anomang bagay na ikamumulat nang aking isip, palibhasa'y diko guinawi ang aco'y magaral noong ako ay bata pa, *(Ngayon paano pa ang aking gagawin ako ay matanda na? Ang mañga bagay na iyan ay dina natin aantayin sa bibig nang iba, pagka't tayo ay may matang iutingin, may taingang ipakikinig, at*

dapat nating maalaman ang nangyayari sa ating Kapuluan ó bayan.

Kaya't ipinagtatagubilin ko sa lahat na sa ngayon pa ay dapat na tayong tumanao ng utang na loob sa mañga kabataan iyan, una'y sa mañga gurong Americano at Filipino na nagpapamulat nang isip sa canila, at walang salang bukas ó sa makalawa ay hindi tumabas lamang sa ating pagtanao ng utang na loob ang ilalagak sa atin, kundi sampu pa ng pinagdaanang hirap ng dakong arao ay matumbasan nila ngayon; gayon din muli't muli ang aking tawag sa mañga magulang na totcong dalisay ang pagkukupkop sa kanilang mañga anac na ipasoc nila sa paaralan upang matuto, at buag sapitin ang hirap nang pamumuhay sa tadhanang hinaharap.

MR. TABING-ILOG.

Buñgang Panaguimpan!

(Karugtong)

Nagkakamali ako nang aking hinagap? Hindi Lolita, sinong kaibigan ang di maghihinuha nang ganoon, ngayon ay may isang taon nang di kita na kikita ay di mo man lamang ako nalihaman? Wala kaya akong karapatang magwika na ako'y, iyo nang nilimot

—Oh! kaibigan ko, diman kita lihaman ay? tantoin mong nakatanim ka sa aking alaala. Noong unang tayo'y, musmus pa, ang pagsasamahan natin ay tulad sa tunay na magkapatid at ngayong tayo'y, may isip na dapat magsunuran nang higit sa dati, sa banta mo kaya'i, ngayon pa ako makalilimot?

Sasagot pa sana ako, ngunit, sa dudungao naman ang kaniang ina na siya'i, tinatawagan.

Pagkakita sa akin ay biglang napasigao at pahagulgul na tinungo ang balamanan at mula roo'y, ako'y, inakaay, hangang sa itaas; doon ako pinanangisan at hinagkan nang boong pag ibig, palibhasa'i, nataanton labis na ang pagmamahalan namin nang kaniyang guileo na Lolita ay tulad sa dalawang pusong sumilang sa isang dibdib.

Sa di kawasa'y, nagkatiguilan kami nang salitaan sa pagdating nang dalawa kataong kaibigan ni Lolita. Sinalubong nang boong galak ang mañga bagong panauhin at pagcatapos mailagda nang may bahay ang karapatang nauukol sa isang dumadalao, ay tumanong ang ina ni Lolita nang; Saan kay nagsipangaling niyan?

Sa paaralan po ang tugon nang isa.

Mayroon dao kayong itinatag na kapisanan, na dikono'y. pinamagatang, "Kapisanan nang mañga Gurong Filipino," siya nga ba?

Sa tanong nang matanda'y, nakilala kong ang kausap ay isa sa mañga guro at ako nama'y, nakinig na nang kanilang salitaan.

Mayroon nga po, ang tugon nang kausap

at di lamang ngayon natatatag ang aming kapisanan, kung di noong pamang una.

Kung gayon pala'i, malaon na, ano naman ang maibabalita mo sa aking ukol sa bagay na iyan?

Sukat na po sa kaniang kasalucuyang pag babagong buhay,

Há, bakit? ang tanong nang matanda na may halong pagkagulat.

BENEDICTA S. JOSÉ.

(itutuloy)

Pakingan kaya?

Nawa'y ang aming daing sa tudling na ito'y maguig isang tinig na malakás upang dumatál sa pakinig ng sinomang kinau-ukulan.

Kung sa lumipás na panahón ang aming bibig ay parang nasususian sa di pagdaing sa may *kapangyarihan* ng kaliitán ng sahod ng karamihan ng mga gurong filipino, ay sa pag-asang may kusang loob ang pamahalaan sa pag-gagawad ng dagdag, dagdag na magiging atang sa mabigat na pagdaralitang ngayo'y pinapasam ng karamihang gurong filipino. Datapwa't ang pag-asang ito na kailanman'y di nangyari, ang umakay sa aming budhing iwacsi na ang matagal na pananahimik ng aming dila at ng mairaing ang kasalatang tinatawid ng mga gurong filipino.

Yamang ang kasalukuyang buan, ay siyang ipinagsisimula sa pagtatadhana ng mga bagong gagastahin sa labat ng kagawaran ng pamahalaan, ay bangad naming tapunan ng may kapangyarihan, ng isang masusing tingin ang talaan (nomina) ng sahod nang mga FILIPINO TEACHER, upang doo'y mamalas ang ina-amag na sahod ng mga teachers na ito, na walang kabago-bago sa loob nang apat, at limang taon ipinagtuturo. Gayon din naman, hini-biling naming sa may karapatan, na ang pagdadagdag ay gawing patas sa kalahatan, at di yaong, gaya nang ngayari, na kung sino ang malapit sa tanagero'y siyang laging mano.

Sa laot ng dagat ng pananalat na kinanuran ng ating bayan, ay walang ibang makapagligtas sa kanyang kasawian kundi ang pagtitipid. Datapwa't ang bagay na ito'y hinde dapat papangalingin sa idaragdag sa maliliit na sahod, yamang mayroon namang malalaking guguling ginagawa ang ating pamahalaan na di lubhang kailangan sa panahong ito. Gayon din naman, na kung ang ibang mga kawaning sumasahod ng mangga libo-libo ay nadagdagan ng libo rin at daandaa, ay bakit, ang sahod ng mga gurong filipino'y ina-amag na lamang sa limangpu, anim-napu at pitongpu?

Kung sa bagay kaming mga guro, twina'y kasama sa pagdadaos ng anomang kasayahán ó kapistahang ipinag-didiwang ng pamahalaan, at abuloy ang pagod at bulsa, datapuwa't ano't di makasama naman kami sa lakaran ng pagdadagdag ng sahod? Kinukusa kaya ó nalilimutan?

Tunkol sa tanong sa itaas, aming mapagpatakaran ang náuna, pagcat maraming latak ditong malulusao, kung бага satubig, kay sa pangalawa.

Sa nakaraang bilang ng páhayagang ito'y, marahil namalas ng aming irog na mamabasa, ang mga pangalan ng mga gurong americanong dinagdagan ng mga sáhod, ngunit, bakit walang nápahalong isa man lamang pangalan ng filipino?

Marami pang lubhang latak kaming mapakikita sa manbabasa, datapuat sukat na ang sinámbit namin sa itaás upang hulúin kung katuiran ó hinde ang aming daing na ito.

Taga-Ilog.

PALATHALA.

Isang Pag-asa

Sa masigabong na sikap ng aming mga gurong Anabú Imús Cavite. at Malagasang na inanyahan kaming mga tagarito upang makadalo sa sinaysay na paaralan, sanhi sa mga pagsasanay ng kanilan mga nag-aaral at mga nag-aaral sa mga paaralang kapanig din, dili ibat, ang mga paaralan Malagasang at Tansanglumá noong Viernes ng ika dalawang pintig at kalahati ng hapon, icadalawang araw ng buang natapos.

Sa ganito'y, namatiaga namin ang isang pagtatalo na tinatawag na (Contest in spelling) ng mga batang nag-aaral sa (second grade) ng Anabú at Malagasang at kapuá nag-wagi ng matapus ang panahong taning.

Matapus ang ganito'y, ipinahayag ni G. Emilio Ramirez isa sa mga guro din sa paaralang Anabú na doon naman sa paaralang Malagasang gaganapin ang ganitong pagtatalo sa viernes na darating at ina-asahan po naming matutuloy at aming ding mapapanood. Matapus ang ganito'y, nakikilala namin ang mga batang masisikap sa pagaaral tangi rito'y, nagsalitá ang gurong Tansanglumá na si G. M. S. at pinapurihan ang gayon.

Makalipas ang isang sandali, i, sinimulan ang pagsasanay sa mga batang Anabú at pagkatapus ay ang mga batang buhat sa paaralang Malagasang at Tansanglumá upang maipatanyag sa amin ang kahalagahan ng gaganapin sa araw ng bukas sa paaralang bayang loob ng bayan, at dahil dito'y, ang ikaatlong araw na iyon ng Agosto ay nakilala naming lubhang kahalabalaga na di dapat malimutan ng bawat, taong na bubuhay sa sangmaliwanag, at sa katapusan ay ipinahayag din sa amin na silang mga gurong loob at labas ng bayan, ay nag-aanyaya simula sa umaga hangan sa gabi ng nasabing paaralang bayang loob ng bayan, at sa ganito'y, kaming pawang magsasaka ay nakarating doon at nakamatiyag ng mga sarisaring kinakailangan namin sa sarile.

Sa umaga'y guinanap nila ang pagtatanim ng mga halaman sa lupang bayan ó (plaza); Kay kaayaaya! sa pagkakabaha bahagui ng mga paaralang loob at labas ng bayan ay pawang ang mga guró ang nangagtatanim at ang kanilang mga bata ay pawang nangag kantanahan habang guinaganap nila an ganito; Ng matapus ang gayon ay may ika labing isang pintig at kalahati, at tuloy nag hiwa-hiwalay na ang lahat.

Ng may ika pitong pintig namahigit na ng gabi ay sinimulan naman ang pag lalahala sa paaralang bayang loob ug bayan; sa bawa't pinalabas na pawang ukol sa mga halaman at pagaaral, sa bawa't lathala ay di mumuntik napagakpan ang aming naitutugon; sa isang di maulatang pagpakan na halos di mapatidpatid na hiningi ng kalabatan naulitin ay ang isang kantahing magsasaka na may pamagat na "Farmer Song" na inilagay ng paaralan Anabú; at sa mga lathalang ito'y natuklasan namin ang mga kabagayang kinakailangan ng isang maghahalaman sa kaniyang halaman at isang magulang sa kaniyang mga anac, gayon din ang kahalagahan ng mga haleman. Ang labat ay pawang pumupuri sa ganito, lalonglalo ang Pangasiwaang Paaralang Bayan (Consejo Escolar), at saganito'y nawika kong may buko na ang "Bagong Araw" at may "Bayan pa kami Bukas."

At ang mga gurong ito'y magalang napinasalamatan namin sanhi sa ang aming mga anak ay may mga katalinuhan ng tinataglay kay sa amin, at inaasahan din naming muling ipatanyag sa amin ang mga ganganito sa ikaatlong Agostong darating.

ISANG MAGSASAKA.

(Anabú, Imus, Cavite, K. P.)

PAUNAWA

Ang Aming Patnugot "MURA, MABUTE, MADALI"

BARBERIA "NACIONALISTA"

NI

Martiniano Bonifacio

Blg. 270 Herran, Paco

HALAGANG CAYO NANG LAHAT.

DUMALAO CAYO AT TICMAN.

Ang aking Bati sa Samahan nang mga Gurong Filipino.

Ngayo'y, buwan ng Septiembre; buwan ng pagsilang mo at paglasap ng simoy at ka-aya-ayang liwayway ng silanganan upang

itaguyod mo sa kata-as-ta-asan luklukan ng kabihasanang ang "Banal mong nais" kaya hindi mo maiaalis na aking ikinga an isang maligayaug Papuri sa iyong nangangatawan at kahamanauari'y, mapagbatahan din ang landasing matinik na sa kanya'y, humabalang.

TAGA-HILAGA.

SARISARING BALITA

Ang paaralan sa gabi

Muli na namang nabuksan simula noong ika 5 araong Septiembre ang malaong nahintong mga paaralan sa gabi sa Maynila. Ang Comision ay nagtadhana ng -P-23,000, upang gugulin sa mga tagaturo. Ang mga ito'y umaabot sa 90 bilang, at tila pawang americano. Malaman pa natin kung masasaglitang ng mga Filipino.

Talagang totoo yata, iyang kasabihang "Ang maikli ang magputol at ang mahaba'y magdugtong." Ganito aug sabi namin, pagkat di kaila sa atin na ang mga americanong magsisipagturo sa gabi ay mga empleado na sa arao at nagsisisahod ng limpak-limpak na pilak. Ay ano't bibigian pa ng pagkakakitaan sa gabi? At tangi sa rito, ano kaya ang ma'intay sa isang hinde guró na kaya lang nagtuturo ay dahil sa -P-3-00? Ibeg namin sabih'y na dahil sa di niya hilig ang tunkuling ito, ay di sapat ang kaniyang kaalaman ng "lenguaje" upang magkaroon ng mabuting hanga ang kanyang pagtuturo. Ngunit kung ang mga plazang ito'y ipagkaloob sa mga gurong Filipino ay magsisilbing pangtulong sa napakaliit nilang sahod at ma-aantayan pa ng kapakinabangan ng pamahalaan at mga nag-aaral, dahil sa ito ang kanyang hilig; at susog dito'y malaki rin ang mababawas sa gugol (pagkat -P-2,00 lang ang bayad sa Filipino) yamang siya ring nais ang pagtitipid. At sa ganito'y mapatotohanan ang sabi ni Roosevelt na "Un gobierno de Filipinos ayudado por Americanos."

Mga Gurong Filipino Pinapalad.

Nagisin din ang Kagawaran ng Pagtuturo. May mga tatlong pung gurong Filipino sa Maynila ang daragdagan ng sahod. Isa rito'y ang aming Manager na si G. Quijano. Siya'y isa sa mga tumanggap ng lalong mataas na dagdag. Ang kanyang dating tinatangap na -P- 1200 isang taon ay ginawang -P- 1440; sa makatwid ay naragdagan ng -P- 240. Dahil sa kanya'y nahusto ngayong tatlong gurong Filipino ang sumasahod ng -P- 1440 isang taon. Kaylan kaya magiging apat?

Ikinagagalak namin ang pangyayaring ito, at binabati namin ng taos sa puso ang lahat

ng nagkapalad na ito. Dahil sa kakulangan ng puang ay sa susunod ng labas namin ilalathala ang kanilang mga alan.

Ang bagong magsisibwong ng Lupon Pamunuan ng Kapisanan ng mga Gurong Filipino.

Sa halalang idinaos noong ika-10 nang Agosto ay nangahalal na bubwong ng bagong Lupon Pamunuan ang mga sumusunod:

Pangulo: Leoncio R. Gonzales, Pangalawang pangulo: Purificación Escurdia, Tagaingat-yaman: Gregorio Villa (reelegido). Kalihim: Justo Juliano, Mga kagawad: Cayetano Ligot, José Topacio (reelegido), Agapito Francisco, Timoteo Faustino at Alejandro Almoalla (reelegido)

Bagong Kapisanan sa Sampaloc

Hinde malalao't, lilitao ang isang kapisanan ng mga binatang Sampaloc na di naanib sa natatagang ng "Sampaloc Athletic Club", na pamamagatang "Katipunang Kabinataan", Tila ang lalayuni'y, ang dalawang mahahalagang bagay, na pagpapayaman ng isip at pagpapalusog ng katawan.

Hari na nga na kanilang maitataguyod sa madaling panahon, at ilayó'tuloy silá diyan sa masamang sakit na kung tawagi'y "ningas kugon."

Pagsusulit sa mga nagsiowing Pensionado.

Sa pagkat ang Batasan ng Servicio Civil ay di nagtutulot sa kangino pa man na ibeg pasakop sa kanya kundi magsulit, ay ipinasiya na ang 20 sa mga nagsidating na pensionado na ibeg maghawak ng tunkol ay magsipagsulit muna. Ang anim sa kanila ay magsipagsulit sa pagkagurong Americano, apat sa pagkagurong Filipino at ang sampu ay sapagkaklerk sa mga iba't ibang Kagawaran.

Isang lunkot sa git-na ng isang sayá.

Habang ang mga kagawad sa Lupon Pamunuan ng kapisanan ng mga Gurong Filipino at ang mga bagon nabalal na bubwong ng Lupon, sampu ng mga manunulat sa pahayagan ito ay nagtatamasa sa mga kasayahang idinudulot ng pistabang idinaos sa bahay ng aming kasamahang Ilde-

fonzo Hernandez dahil sa pagbibinyag ng isa niyang anak na babayi, ay siya namang pagkabalita namin ng paglipat sa kabilang buhay nang mahal na asawa't anak nang aming kapatid sa hanap-buhay na si G. Antonio Bacho. Pagkatapos ng aming pagkamanghá ay nagtuluyan kami sa bahay ng namatayan, ngunit sa kasamaang palad ay sa daan na namin inabot.

Mula sa sambahang Romano sa Tundo ay inilakad ang patay na nalalagay sa isang mainam na kalandas na sinusundan ng isang bandang musica hangang sa Cementerio del Norte sa Santa Cruz. Dito na nga human-tong sa gitna ng kalunos-lunos na panangisan ang noong ilang arao ay naging kasama namin sa mabigat na tunkol na pagtuturo. Suma-langit nawá si Mrs. Bacho sa piling ng kanyang gilew na bunsó;

Ang Kapisanan ng mga Gurong Filipino at ang The Filipino Teacher ay lubos na nakikipighati kay G. Bacho at ninanais na kanyang mapaglabanan ang matinding dagok na ito.

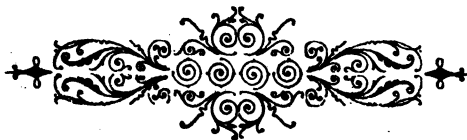
Ang Farmacia Municipal ay ayao magbigay ng gamot sa mga batá

Isang guró sa Pandacan ang nagbalita sa amin ng bagay na ito. Isa sa mga nagaaral sa paaralang bayang binanguit ay binigyan ng receta ng tagapagsuri sa mangá paaralan na si Mrs. Peck. Dahil sa kaliitan ng batá ay ipinadala ang receta sa kanyang amá sa Farmacia Municipal sa loob ng Maynila. Ngunit anong laking pagkamanghá ng sabihin ng taga pamahala roon, na silay hindi nagbibigay ng gamot kundi sa totoong mahirap na mahirap lamang. Hinde pa kaya sukat nilang paniwalaan ang pagpatotoo sa receta ni Mrs. Peck? O baka kaya naman ang namamahala roon ay mayroon niyang sakit napagtatangi-tangi?

Isang bagong Pagamutan sa Maynila.

Ang Comision Civil ay nagtulot ng halagang -P- 780,000 upang ipagpatayo nang isang bagong pagamutan. Ang pagamutang ito'y itatayo sa isang pook na habarap sa daang K. (Malate) at magkakaroon ng mangá kanugnog na bahay para sa mangá enfermera. Pagkayari nito'y maglalagay ng mga tangapang inuukol sa mga hindi empleado nang pamahalaan sa pamamagitan ng isang maliit na upa.

Talagang ang ating Maynila ay pasulong ng pasulong sa ikatatanyag.



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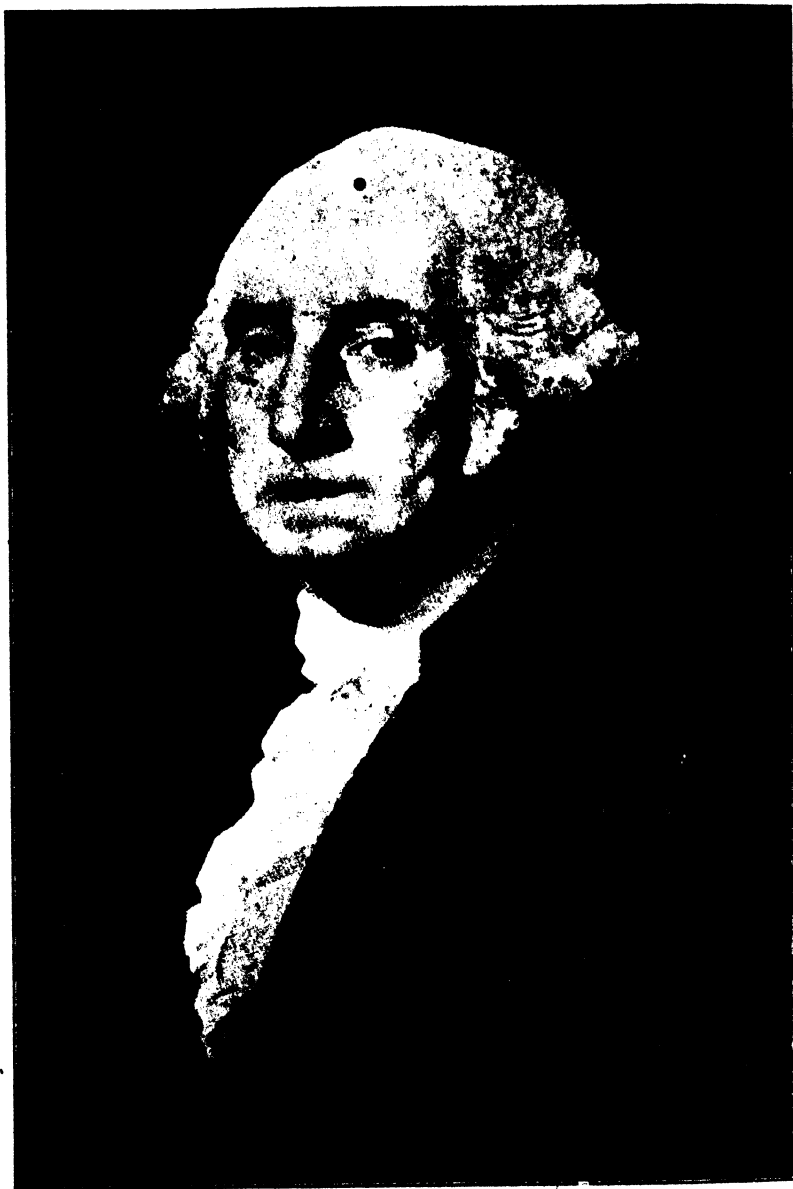
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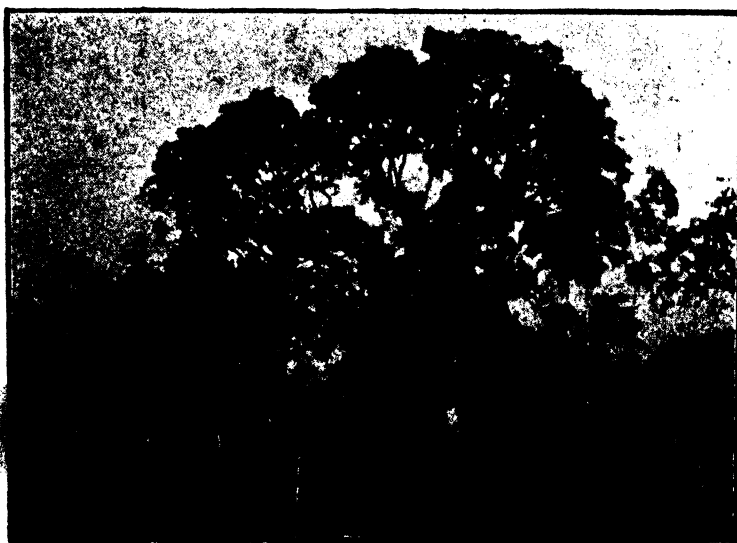
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